



Dear Parents,

Your child’s report card is available on the Parent Portal of the CSH website www.csh.k12.ny.us. Go to the **For Parents** Tab and use the drop-down menu to access the Parent Portal. Click on “*If you already created a log-in...*” to access the portal log-in page. Follow the instructions to the Elementary Report Card. You can print your own copy at home and bring it with you to your parent-teacher conference.

As you review your child’s report card, I hope you’ll remember that student performance in school is benchmarked in relation to high level New York State Standards. Kindergarten and first grade students are engaged in complex work every day! As I read with students and watch them write and think through math problems, I marvel at how hard they work to apply newly-learned concepts and skills. I hope you’ll tell your child how proud you are of all that s/he has learned so far this year. I hope you’ll also celebrate your child’s effort and willingness to make mistakes as s/he learns to do new things. Children need to see themselves as capable of learning anything they put their minds to---**effort matters most!** We want our students to know that all people are smart but it is how hard they try that helps them achieve success. Finally, we want them to know that making mistakes is an important part of learning. Being comfortable with taking risks and making mistakes helps learners grow with confidence.

Please also consider the following important ideas as you review your child’s report card:

- ✓ Each marking period, **the expectations increase** as we work toward end-of-the-year learning goals. If your child’s performance level has stayed the same, it still means that *s/he has made significant growth!* For example, a performance level of 3 in the first marking period meant your child had mastered a particular set of skills. In order to perform at level 3 in the second marking period, your child had to *use* those skills and learn and develop **additional** skills, many of which are even more complex.
- ✓ A performance level of 2 means your child *is* learning, but has not yet developed skills he can perform with **automaticity or fluency** and requires extra support in school. Learning is a process, and we do everything possible to support our students along the way. Your child’s teacher may provide extra help after school or additional small group or individual instruction in class. Some students receive Academic Intervention Services (AIS) outside of the classroom to give them an extra “boost” for a period of time. We monitor all students’ progress closely to ensure that we provide the right amount of support at the right time.
- ✓ Your child’s teacher can provide you with suggestions for ways to **practice and reinforce important skills at home**. For example, it is critical that beginning readers develop the ability to read a bank of words with automaticity. **Your child should be reading every day** and practicing “sight words” (e.g. *said, was, went, come*) at home on a regular basis.
- ✓ Reading aloud to your child is the most important thing a parent can do to support a child’s vocabulary, listening comprehension, language skills, creativity, and knowledge base. Please make time to read to your child as often as possible---every day is the goal!

Thank you for your continued support. If you have any questions or concerns, please don’t hesitate to call.

Lynn Herschlein

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